

Field Trip Guide

Roanoke Island Festival Park



Enclosed is the following:

The “Nitty-Gritty” need-to-know information

Highlights of the Park Experience

Pre and Post Visit Material

The Nitty-Gritty

The staff at Roanoke Island Festival Park is here to create an experience that is fun as well as educational for you and your students. We wish that our passion for teaching could be unaffected by the outside world. However, we realize that this is impossible. The following is the “nitty-gritty” information you need to know before you arrive so that your field trip is the best it can possibly be with no surprises!

- **Please arrive fifteen minutes before the start of your tour.** Please be aware that the time you scheduled with us is when the tour **starts**. This extra time will allow for your group to unload buses and divide into pre-assigned smaller groups. During this time, your tour leader should come into the Visitor Center with the confirmation letter for further instructions.
- **Please remember that a late arrival may affect your schedule.** If your group arrives late, we may have to adjusted your schedule. Please contact us at 475-1500 ext. 253 as soon as possible to let us know you will be late.
- **We encourage you to divide the students into the specified number of groups prior to your visit.** Due to Coast Guard regulations for the *Elizabeth II*, and in order to create a more interactive visit, your groups may need to be divided. The number of groups will be indicated on your tour schedule.
- **Buses should unload and load students in front of Visitor Center sidewalk where a member of the education staff will greet you.** Drivers should park buses in the designated back parking lot while students are touring.
- **Be sure to wear appropriate dress.** Most venues on your tour are outside and there is walking involved. We suggest wearing comfortable shoes and clothes that are appropriate for the weather. Please bring ponchos or rain jackets in the event of precipitation. Umbrellas are not allowed on the ship.
- **We ask that teachers and chaperones be responsible for student behavior. Site staff will monitor student safety.** Please keep student groups together and have at least one adult at the beginning and at the end of the lines as you move from venue to venue. **We require one chaperone per ten students.**
- **Backpacks, Food, drink, candy, and gum are not permitted in the museum, film theatre, settlement site or on the ship.** If these items are purchased in The Museum Store, please remind students to keep wrappers for stowing items during tours.
- **For safety reasons, Roanoke Island Festival Park may close the outdoor interpretive area due to inclement weather.** However, we have a full schedule of indoor programs your group will enjoy, including programs about the ship and settlement site.

We are happy to customize your tour schedule to meet the needs and requirements of your group. To learn more about tour possibilities, if you have questions or to request additional information please contact Tracy Haerther, Education Coordinator at 252-475-1500 ext.232 Tracy.Haerther@ncdcr.ngov

We are dedicated to providing a quality tour that is a fun educational experience.

We look forward to welcoming you at Roanoke Island Festival Park.



Roanoke Island Festival Park Highlights

American Indian Town

Explore the culture and history of the Coastal Algonquian people in the American Indian Town, an exhibit that's new to Roanoke Island Festival Park. The town represents an American Indian community similar to what the English explorers investigated and surveyed during their voyages to Roanoke Island and the surrounding area in the late 16th century. Visitors follow paths that wind through the natural environment of the park. Homes, agricultural areas, and work shelters line the paths and await visitors' discoveries.

For school groups, we have divided the Indian Town into four distinct areas to choose from. Each area will add ½ an hour to your visit.

- Planting and Harvesting Area – Learn about *Three-Sisters* farming techniques, climb into a watch house and listen to the calls of animals that children kept at bay to protect the crops.
- Explore a leader's long house and interact with communication and trading activities, and discover traditional cooking methods in a work shelter nearby.
- Explore a longhouse with exhibits on basketry and using natural materials for tools. Help construct the longhouse, weave mats and cordage and discover the dance circle.
- Learn about traditional boat building and try your hand helping us complete a dug-out canoe, experiment with weir making, net mending and tanning hides.

Our interpreters are ***“Still-Living History”***

Roanoke Island Festival Park is dedicated to bringing history alive. In order to do this effectively, the Park uses an interpretive method called “still-living history.” The premise of this method is that the interpreters on the *Elizabeth II* and in the Settlement Site were part of the original 1585 voyage to Roanoke Island, the intended seat of Sir Walter Raleigh's “Virginia” over 400 years ago. Some “*magic*” of Virginia caused them to stop aging. They were asked to remember how they used to dress and speak, but they live in the present. Therefore, they understand the world, as the students know it, including cameras, computers and technology in general. This allows the students to explore the past yet effectively communicate with the interpreters. Students can ask individual interpreters about life in the 1500s, such as what they ate or why they came on the 1585 voyage. Teachers can use this as a forum to discuss Elizabethan culture in comparison to today. For example, the letter “K” is silent today in words such as knowledge and knife. However, in Elizabethan English they still pronounced that sound. We encourage you to talk about why those changes could have taken place and the repercussions today.

The Adventure Museum

Discover the history of The Outer Banks, from 16th century navigation to a twentieth century general store in a hands-on, interactive environment. Interactive activities include but are not limited to: trying on period clothes, measuring fish, and hunting ducks. These activities are fun, experiential and meet many curriculum standards for the history of North Carolina, including concepts of class, economy and conservation.

As a part of your scheduled visit, students will participate in a scavenger hunt in the museum that engages very specific curriculum standards. The scavenger hunt assists the exploration of the major moments in history and their impact on Roanoke Island and the Outer Banks. The scavenger hunt gives the students an opportunity to participate in some free-choice learning by exploring the interactive activities, while still being part of a structured visit. It is meant to be a non-competitive task and to foster the idea that museums can be a fun and an educational experience. We also welcome the teachers and chaperones to participate in the Scavenger Hunt.

The Junction Tent

Down the path between the *Elizabeth II* and the Settlement Site, visitors now can explore Elizabethan manners, dancing and games. You and your students will discover some of the life the colonists left behind in England. Classes will be challenged to find the elusive missing utensil at a 16th century place setting and to discover if your students prefer the dances of the peasantry or the elite. However, visiting at the junction wouldn't be complete without trying a few children's games. Just remember to be careful on the stilts!



The Legend of Two-Path

The Legend of Two-Path is a docu-drama illustrating the Native American perspective of the Roanoke Voyages. It is based on facts as recorded by Europeans, which is the only written information available. The Legend of Two-Path captures the big events and dramatizes the meeting of two very separate and distinct cultural groups. North Carolina School of the Arts students produced and directed this film and developed the relationships and dialogue between the characters.

The main theme that can be taken from this film is the concept of choice. The Native Americans were faced with a choice of embracing the western culture or rejecting it. The choices they made then, the path they chose, helped determine their history. One job of historians is to identify the choices that lead to a specific outcome in order to make more informed decisions. Can your students identify the different choices the main characters made? How did it affect each of their lives?

Teachers can also use this film to talk about the concepts of fiction, non-fiction, historical fiction, primary source documents and secondary source documents.

The Museum Store

Your visit wouldn't be complete without a stop at the Museum Store. The variety of items we carry range from "souvenir" to chic. Explore our educational books, games, and other items many of which highlight a variety of curriculum standards and can enhance your classroom bookshelf.

We also offer **Museum Adventure Bags** for your students. The Adventure Bags are filled with exciting and educational souvenirs from your field trip to Roanoke Island Festival Park, including a postcard of the *Elizabeth II*, a Civil War Enlistment Form, and a pirate eye-patch. Choose from the \$3 or \$5 bag. For more information, or to place an order, contact Bonnie Raynor-Collins, at The Museum Store, at 252-475-1500 ext.240 no later than two days before your scheduled tour.



Curriculum Based Tours

Fourth Grade Standards Engaged – The Tools and Trades of Exploration North Carolina Social Studies Standard Course of Study

- Evaluate ways the people of North Carolina used, modified and adapted to the physical environment past and present.
- Locate and describe American Indians in North Carolina past and present.
- Describe how different ethnic groups have influenced culture, customs and History of North Carolina (Ship).
- Identify people, symbols, events and documents associated with North Carolina's history (Ship & Settlement).
- Compare and contrast ways in which people, goods and ideas moved in the past with their movement today.
- Identify and assess the roles of prominent persons in North Carolina past and present (Ship & Settlement).
- Explain the relationship between unlimited wants and limited resources (Ship & Settlement).
- * Explain how technology changed and influences the movement of people, goods and ideas over time (Ship & Settlement).

Fifth Grade Standards Engaged – Science and Math Program North Carolina Math & Science Standard Course of Study

(Limited to 60 students for 2 hours)

- Develop Flexibility in solving problems by selecting strategies using mental computation, estimation and paper and pencil.
- Identify estimate and measure the angle of plane figures using appropriate tools.
- Solve problems involving the properties of triangles, quadrilaterals and other polygons.
 1. Sum of the measure of interior angles.
 2. Lengths of sides and diagonals.
 3. Parallelism and perpendicularity of sides and diagonals.
- Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.
- Evaluate how pushing or pulling forces can change the direction and motion of an object over time.
- Determine how people use simple machines to solve problems.



6th Grade – Queen Elizabeth’s Pirates
North Carolina Social Studies Standard Course of Study

- Identify the main commodities of trade over time in selected areas of South America and Europe, and evaluate their significance for the economic development of cultures and regions.
- Identify historical movements that link North Carolina and the United States to selected societies of South America and Europe.
- Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in South America and Europe.

Eighth Grade Standards Engaged – Old World Rivalries & New World Trade
North Carolina Social Studies Standard Course of Study

- Assess the impact of geography on the settlement and developing economy of the Carolina colony.
- Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.
- Compare and contrast the relative importance of differing economic, geographic, religious and political motives for European exploration.
- Evaluate the impact of the Columbian exchange on the cultures of American Indians, Europeans and Africans.
- Describe the factors that led to the founding and settlement of the American Colonies including economic opportunity, and adventure.
- Describe the roles and contributions of diverse groups such as American Indians, African Americans, European immigrants, landed gentry, and tradesmen

Ninth Grade Standards Engaged – The Rising Powers in the New World
North Carolina Social Studies Standard Course of Study

- Analyze and interpret primary sources to compare views, trace themes and detect bias.
- Trace social, political and economic and cultural changes associated with the Renaissance, Reformation and rise of nation-states, and absolutism.
- Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in... America.
- Cite the effects of European expansion on ... pre-Columbian Americans
- Assess the degrees to which discoveries, innovations and technologies have accelerated change.
- Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.



NC Arts Education Standard Course of Study

Currently, our 4th, 6th, 8th and 9th grade scripted tours (when including the junction tent) engage the following standards

Dance

In the junction tent the interpreters teach the Bear Dance and Pavanne to students. This exposes the students to experience and explore types of movement as well as illustrates and contrasts the difference between social classes. Upon further examination, the students investigate the possible connections between the movements of the dance, social status and fashion.

Competency Goal 3 – The learner will understand that dance can create and communicate meaning.

Competency Goal 4 – The learner will apply and demonstrate critical and creative thinking skills in dance.

Competency Goal 5 – The learner will demonstrate and understand dance in various cultures and historical periods.

Music

On the Elizabeth II students explore concepts of cultural exchange while learning a Portuguese sea shanty modeled on an African work song that was documented in England.

In the junction tent students will use different types of music while performing two different dances.

Competency Goal 8 – The learner will understand relationships between music, the other arts and control context areas outside the arts.

Competency Goal 9 – The learner will understand music in relation to history and culture.



Visual Arts

In the junction tent students will use a 16th century painting, “Children’ Games” by Brueghel, to discover what games they will be able to experiment with such as stilts, broom balancing, rolling hoops as well as other games that they may or may not play at home.

8th Grade Scavenger Hunt: Challenges students to look at the differences between the John White illustrations and Theodore De Bry engravings [Develop further as a classroom program or outreach using VTS (Visual Thinking Strategies)]

Competency Goal 5 – The learner will understand the visual arts in relation to history and culture.

Competency Goal 7 – The learner will perceive connections between visual arts and other disciplines.




Pre-visit Material

The pre-visit materials contain: a time line of events, terms you and your students should be aware of, biographical sketches of historical figures, and educational activities. This will prepare you and your students for your visit. Teachers should note that some activities contain “Extensions.” This simply is a way for you to extend an activity to further develop the students understanding or interest.

The Roanoke Voyages Timeline

The following information highlights the expeditions from England to the Roanoke Colony within a larger European context.

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- **1565** ➤ Spanish land in St. Augustine, establishing the first permanent European settlement in North America.
 - **1572** ➤ In France, Catholics attack Protestants and nearly 20,000 French Huguenots are killed (St. Bartholomew's Massacre). This increases Protestant England's fear of Catholic nations such as France and Spain.
 - **1577** ➤ Sir Francis Drake leaves England on a voyage that would make him the second person to circumnavigate the globe.
 - **1584** ➤ Queen Elizabeth issues a patent to Sir Walter Raleigh to discover territories in the New World.
➤ Captain Philip Amadas and Arthur Barlow make the first voyage to Roanoke Island. They return after investigating the island and surrounding areas.
➤ Manteo and Wanchese, return to England with Amadas and Barlowe.
 - **1585** ➤ Under the command of Sir Richard Greenville, seven ships are sent to Roanoke Island and establish a settlement of soldiers and artisans.
➤ Manteo and Wanchese return to their respective homes.
➤ Appointed Governor, Ralph Lane, remains with 108 men on Roanoke Island.
➤ Greenville returns to England, probably with Thomas Harriot and John White.
 - **1586** ➤ Sir Francis Drake arrives at Roanoke Island and offers assistance or supplies to remaining colonists.
➤ Ralph Lane returns to England with Drake because of a lack of supplies.
➤ Greenville arrives with supplies and finds the colony abandoned but leaves 15 men behind to retain England's claim in the New World.
 - **1587** ➤ Sir Walter Raleigh charts a colony on the Chesapeake Bay and sends 120 colonists, with John White as governor.
➤ The colonist's ship arrives on Roanoke and finds the 15 men gone and the settlement abandoned.
➤ The colonists stay on Roanoke rather than continue on to the Chesapeake.
➤ The English christen Manteo and make him "Lord of Roanoke and Dasemunkepeuc."
➤ Virginia Dare is born.
➤ John White returns to England for supplies.
 - **1588** ➤ Queen Elizabeth stops Sir Richard Greenville and John White from returning to The Roanoke Colony.
➤ The Spanish ships leave Lisbon to attack England.
➤ Sir Francis Drake defeats the Spanish at the Battle of the Gravelines.
 - **1590** ➤ John White returns to Roanoke Island to find the settlement abandoned with the letters "CRO" carved on a tree.
 - **1603** ➤ Queen Elizabeth dies and James I becomes King of England.
➤ Sir Walter Raleigh is thrown into the Tower of London (executed 1618).
 - **1607** ➤ Jamestown is established and is and becomes England's first permanent colony.
 - **1620** ➤ Pilgrims land on Plymouth Rock

Historical Figures

Philip Amadas and Arthur Barlow – Captained the two ships that originally explored coastal North Carolina in 1584 under Sir Walter Raleigh's grant to land in the New World. They traded with Native Americans, explored the region and brought Manteo and Wanchese back to England with them.

Thomas Harriot – (1560-1621) An Elizabethan mathematician and scholar; he was the first person to write a published account of the English settlement during the 1585 voyage of Sir Walter Raleigh's "Virginia" (Roanoke Island) titled: *Brief and True Report of the New Found Land of Virginia*. His remarks, illustrated by John White and engraved by Theodore DeBry, are the only English account of pre-colonial Native American history.

John White – (d. 1593) Artist and cartographer who recorded the flora, fauna and Native Americans through watercolors during the 1585 voyage to "Virginia". He was appointed governor of the "Lost Colony" in 1587 and was the grandfather of Virginia Dare. White's paintings, engraved by Theodore DeBry, are the only English images of pre-colonial Native American History.

Sir Thomas Cavendish – (1560-1592) Captain and owner of the original Elizabeth, (represented by the *Elizabeth II*) which was part of the 1585 voyage to "Virginia". He was considered an Elizabethan pirate and in 1586 started on a voyage that made him the second Englishman to circumnavigate the globe.

Sir Richard Greenville – (1542-1591) An English gentleman who sat for Parliament in 1563 & 1571, considered a "seafaring adventurer." He commanded the fleet during the 1585 expedition to "Virginia". He served with Sir Francis Drake during the Spanish Armada, and with Sir Walter Raleigh patrolled the coast of Ireland. He died after being attacked by Spanish ships returning from the Azores.

Sir Walter Raleigh – (1552-1618) A prominent figure in promoting English exploration of the 16th century although he never set foot in his "Virginia". He spent over 40,000 pounds in six expeditions to fulfill the grant of colonization rights given to him by Queen Elizabeth in 1584. He was imprisoned by James I in the tower of London in 1603, and was executed in 1618.

Queen Elizabeth – (1553-1603) The last Tudor monarch of England. She restored the Church of England to Protestantism and during her reign, music, architecture, art, drama, commerce and exploration flourished. She granted the patent to Sir Walter Raleigh, which became the basis for establishing English colonies in the New World.

Sir Ralph Lane – (d.1603) The first governor of "Virginia" in 1585. He was involved with raising troops during the Spanish Armada crisis as well as serving under Sir Francis Drake and Sir John Hawkins. He was knighted in 1593 because of his services in Ireland.

Manteo – A member of the Croatoan culture who returned to England in 1584 with Amadas and Barlowe when Sir Walter Raleigh's Virginia was first claimed by England. He allied with the English colonists and was baptized and named, "Lord of Roanoke and the Dasemunkepeuc," when the English returned in 1587.

Wanchese – A member of the Roanoke culture who returned to England in 1584 with Amadas and Barlowe when "Virginia" was first claimed by England. Unlike, Manteo he did not seek the English as his ally. Historian David B. Quinn concluded that he held a leadership position because of his involvement in an attack against the settlement in 1586.



Important Terms

All terms are based on the technology and class systems of the 16th century

Navigator – A person who was able to mathematically calculate a ship's course utilizing celestial bodies, speed and direction (Dead Reckoning) in order to cross a large body of water beyond the sight of land.

Pilot – A person with the ability to direct and record a ship's course within sight of land utilizing the depth of water, landmarks and direction.

Boatswain – The person in charge of a ship's anchors, cordage (ropes), colors, deck, crew and the ship's boats, and of the ship's rigging while the ship was in dock. It was his duty to summon the crew to work by using a special whistle.

Yonker – A sailor's term used to denote a teenager. On ships they were often used to climb the rigging and work the topsails in order to keep the experienced sailors out of harm's way.

Tunne – A unit of measurement that denotes a 252-gallon barrel. The *Elizabeth II* is a 50-tunne barke, therefore she can hold fifty 252-gallon barrels.

Guild – An association of persons of the same trade or pursuits, formed to protect mutual interests and maintain standards by regulating prices, wages, and standardizing the quality of produced goods. Guilds were usually categorized as religious, merchant or crafts.

Gentleman – A person born into a rank of nobility or someone who attended university or, “whosoever studieth the laws of the realm whose abideth in the university giving his mind to his book, or professeth physic and the liberal sciences, or, beside his service(as advisor in war)...or good counsel at home..can live without manual labour” (William Harrison, *The Description of England*; 1587). This person purchased a coat of arms and was allowed to use the title “Master” before his name.

Merchant – Individuals who made their living importing and exporting wares out of England “exchanged for other wares or ready money” (Harrison 1587) Those that did well and invested in land could be elevated to the status of gentleman. Some common English exports were: broadclothes, kerseys, rugs, tin, wool, beer lead etc...

Yeoman – “Freeman born English, and [who] may dispense of their own free land in yearly revenue to the sum of 40s sterling or 6 pounds as money goeth in our times” (Harrison 1587) They were often wealthy farmers who sent their sons to University so they could gain the status of gentleman.

Artisan (artificers) or Laborers – A skilled worker who practice some trade or handicraft such as blacksmith, carpenter, tailor, shoemaker etc... Master artisans could own their own shop and like yeomen often aimed to make their sons into gentleman.





Pre-Visit Activity

Life at Sea

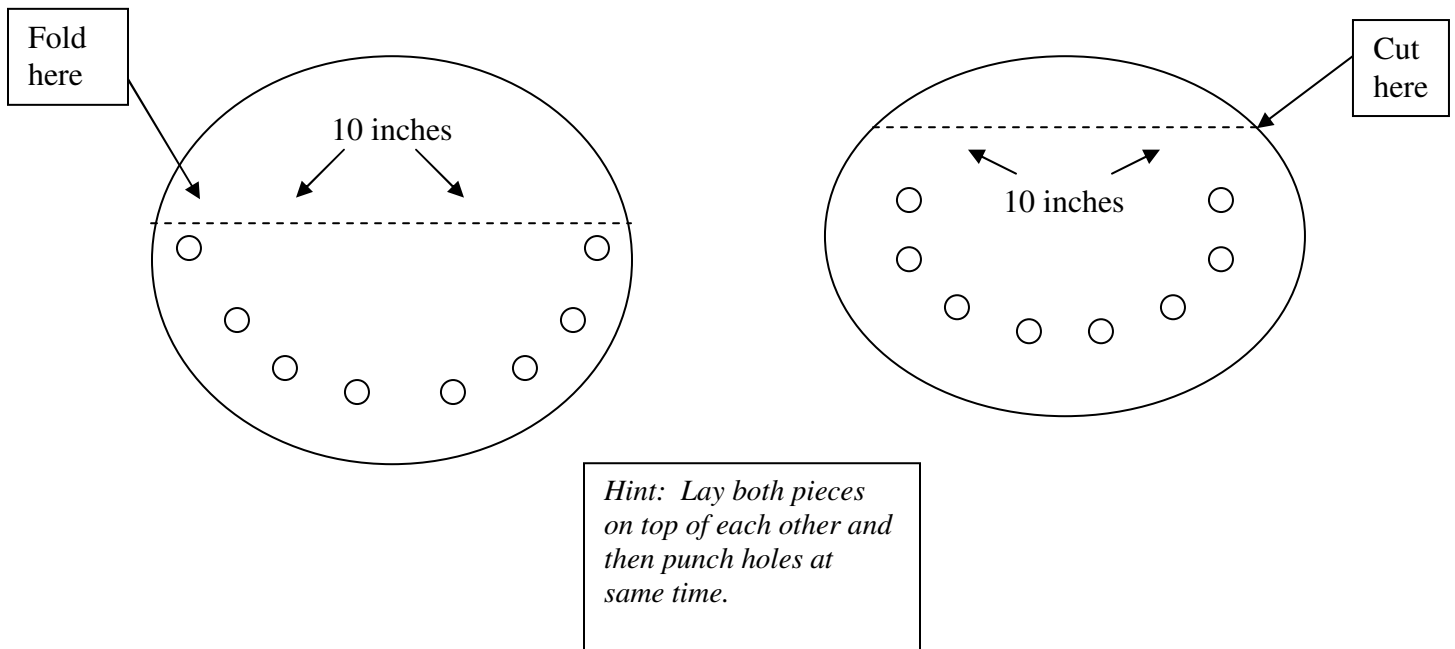
K – 4th Grade

⇒ Objective: Students will have the opportunity to understand the lack of material possessions associated with being a common soldier, sailor or artisan in the 16th century.

When talking with students about colonial expeditions we often try and talk about the cramped and dimly lit space for passengers/sailors/soldiers onboard the ship. This activity is to make this idea more concrete for students.

In the 16th century, sailors were provided food, and usually brought only the clothes that they wore. Their personal possessions were usually carried in a small “pocket”, typically worn on a belt similar to today’s “fanny pack.” Have students create their own pocket out of paper or leather. Send them home to create a list or in class discuss what kind of personal items they would carry with them. Archaeological evidence has found some common possessions to be rosary beads, cards, dice and combs. Have the students look for the pockets on the costumed interpreters on the ship and in the settlement. Imagine no soap, toothbrush, towels and change of clothes! What would students bring today in their pocket? Why were those items chosen? How would they benefit them on the ship or the colony?

Instructions for making the purse: Cut out two oblong pieces of paper bags (crumpled wet and then allowed to dry) or actual leather shaped like the images below. Lace or sew the two pieces together and fold on the dotted line of the first circle to create a flap to close the purse.





Pre-visit Activity

Letter of Reprisal

4th – 8th Grade

⇒ Objective: To give students an opportunity to think about the complexities of colonization before their visit.

The colonies created under Sir Walter Raleigh's grant in 1585 and 1587 challenged the Spanish claim to the "New World." However, this was not the only way in which the English and Spanish danced between diplomacy and hostility from the mid to late 16th century. In the eyes of the Spanish, sailors like Drake, Hawkins and Cavendish were corsairs or pirates who attacked Spanish ships, stole the ship and plundered all that was on board. The English considered these actions "reprisal" or retaliation. If the owners of a merchant vessel could prove to Queen Elizabeth that the Spanish had taken from them, they could receive a Letter of Reprisal. This letter granted them permission to attack Spanish ships in order to recover stolen goods. A letter of reprisal also required them to turn over 1/5 of the seized cargo to Queen Elizabeth.

Ask your students to read the "Letter of Reprisal" for the ship *Elizabeth*. [Note: The letter enclosed is not a primary source document. It is a composite from a number of different letters of reprisal written in the same time period as the voyage.] The *Elizabeth II* represents the original Elizabeth part of the expedition that sailed to Roanoke Island in 1585 to start a colony under Governor Ralph Lane. Have your students find out the name of the owner & captain of the Elizabeth (Thomas Cavendish) and the city from which they sailed (Plymouth). This information can be found on our site website www.roanokeisland.com or the National Park Service website at <http://www.nps.gov/fora/shipsdoc.htm> (scroll down to "Ships Used in Roanoke Voyages"). If time allows note the prizes taken from the Spanish during each of the voyages.

Extension I

In class discussion:

- Who were the pirates?
- Do you think the English were the only ones participating in this type of activity?
- How would these actions make you feel if you were a citizen of England? Of Spain?
- The term "privateer" did not come into use until the 17th century. According to the Encyclopedia Britannica Online privateer is a "Privately owned vessel commissioned by a state at war to attack enemy ships, usually merchant vessels."
(<http://www.britannica.com/ebc/article-9375929?query=privateer&ct=>) This is a very similar situation to what was happening during the Roanoke Voyages. Do you think of a pirate in the same way you do a privateer? Why or why not.



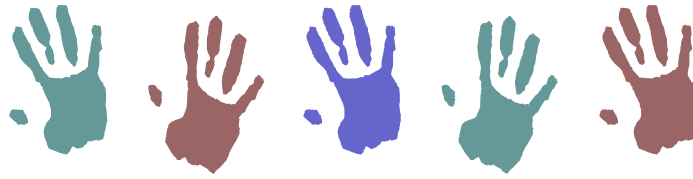
Letter of Reprisal

The condition of this recognizes that _____
(Owner's name)
of _____, are given a commission of
(City)
reprisal obtained from the Lord Admirall authorized to set forth to the seas on a
ship called Elizabeth with the ship's master by the name of _____
(Captain's name)
_____ with men, ordinance, and supplies sufficient for the
same service, for the apprehending and taking of the ships, goods, and merchandises
belonging to the subjects of the King of Spaine, in order to satisfy and recover
certain of their goods, moneys, and merchandise. Likewise do not attempt anything
against any of her Majestie's loving subjects, or the subjects of any other Princes
or states in good liege with her Majestie, but only against subjects of the said
King of Spaine, in order for this to remain in full power and force.

John Hakyns
By the authority of Queen Elizabeth

Post-Visit Material

The post-visit materials contain suggested activities that will highlight particular aspects of your visit. This will reinforce the educational content and create connections to the broader historical context. We encourage teachers to go over this material before your visit.



The Adventure Museum

The Scavenger Hunt

The scavenger hunt is designed to provide a structure or task during your museum visit while allowing time for the students to engage the interactive activities in the museum. It is meant to be a fun and non-competitive task. It aids student exploration of the major moments of history and its impact to Roanoke Island and the Outer Banks.

There is no answer sheet for the scavenger hunt or even a need to complete it; time is limited. Again, we want to emphasize this as an experience. Let us foster the idea that museums can be a fun and educational experience. We welcome the teachers and chaperones to participate in the Scavenger Hunt to find the answers themselves.

Scavenger Hunt Post-Visit Activities

- On the bus have every student name one new fact they learned in the museum.
- Compare the answers with the class to see if most people answer the same way. Some of the questions have multiple answers.
- Use the scavenger hunt as a platform to talk about test taking. In order to find the answers they looked at headings and then sifted for particular information within the text panels, just as they should on tests.
- Think about the museum's layout. What major moments in history were discussed (Early colonization, Civil War, and Early Industry). Which were missed (Revolutionary War)? Connect this to Coastal Carolina's over all history.





Post-visit Activity

Food at Sea

2nd-8th grade

⇒ Objective: Allow the students an opportunity to explore food on a 16th century ship.

There is nothing better than experiencing something yourself. Instead of lunch (or snack), have the student's make/eat a 16th century sailor's ration. Remember, the ship's biscuit is meant to be hard. Sailors would have to dip it in their beer in order to soften it up. The students can use root or ginger beer. To make this experience more concrete, help the students calculate the percentage of the day's ration they ate in one meal.

This food could be made by the teacher at home and brought in, or if the school has the facilities, we encourage you to involve the students with the preparation.

To add another dimension to this activity, get scales so the students can "weigh" their food.

Ship Rations per Day

Occasionally, the rations were mixed together to make a stew, or were considered "dry rations," especially in rough weather.

- 1 Gallon of beer (root or ginger beer for the kids!)
- 1 lb of meat (dried or salted beef or fish)
- 1 lb of ships biscuit
- ¼ lb cheese
- ½ lb butter

They also added one pound of bacon and one pint of peas per week.

Ship's Biscuit

2 cups Flour

½ tsp. Salt

½ to ¾ cups Water

Mix the flour and salt together then add enough water to make very stiff dough. Knead the dough for a few minutes then beat with a rolling pin until flat, about ½ inch thick and cut into 2 inch by 2 inch sections. With a fork, punch it full of holes. Bake in an un-greased, flat pan at 250° F for 2 to 3 hours. [<http://www.hmsrichmond.org/diet.htm>]





Post Visit Activity

Perspectives

3rd-5th Grade

⇒ **Objective:** To give the student an opportunity to analyze the concept that personal experience directly affects one's perspective.

There were many types of people that were part of the voyages that brought the colonists to Roanoke Island in 1585. What they saw and perceived to be happening had a lot to do with their skills, knowledge, disposition, and background.

Ask the students to think about the people they met at the Park. How were they alike and how were they different? Did they all wear the same types of clothes? Did they all have the same jobs? How would these things affect their *perspective/view* of the voyage?

For example: Would a sailor have the same perspective of the voyage as a noble?

Younger students:

Pretend you were a sailor, soldier or worker (artisan) you saw on the ship or in the settlement. Can you describe what life would have been like for this person? Write a letter "home" pretending to be this person and tell the people what life was like.

Have the students share the letters with the class. Discuss how the letters were different and try and have the students determine why.

Older students:

Ask the students, if they went on a vacation with their parents and had to write about their experiences, would their parents write about the same thing as they would? Why or why not?

On the blackboard, list the different types of people they met at the Park and how the students identified their roles. (Clothes, trades, stations etc...) Then add the role of John White, the artist, and the role of Thomas Harriot, as a scientist/mathematician.

Take the list and write it out so each student chooses a role from a hat.

Have each student write a letter home to their family from their chosen "perspective."

This is great bulletin board material...the students can add illustrations of what they saw. You can use parchment to make it seem more authentic or use quill and ink so the students could understand the general challenges of writing in the 16th century.





Post Visit Activity

Analyzing Primary Sources
Arthur Barlow's Journal of the 1584 Voyage

8th-12th grade

⇒ Objective: To give students opportunities to read a primary source document. To analyze the experiences of the English explorers and Native Americans.

In 1584 Philip Amadas and Arthur Barlow were in charge of the first exploration of coastal North Carolina as part of Sir Walter Raleigh's Charter. They came to the present day Outer Banks and recorded their experiences as journals that were meant to be shared with Queen Elizabeth and her advisors when they returned to England. This information was later published in Richard Hakluyt's *The Principal Navigations, Voyages and Discoveries of the English Nation* (1589, with an expanded edition 1598–1600).

Have the students read a shortened version of the report written by Arthur Barlow and answer the questions on the following work sheet(s). The short answers are generated from the writings and are geared toward younger students. The essays require analytical reading comprehension skills and are for older students.

Review the vocabulary with the students from the list below.

Victuals- food and supplies
Barks -Type of English ship
Sodden-Cooked in water or broth like soup
Lusty-Healthy or vigorous

Extension 1:

Classroom discussion after the worksheet is completed:

- ⇒ Name the different audiences the writings were intended for.
- ⇒ What was the purpose of publishing their findings?
- ⇒ Some people feel that Barlow embellished on his findings. What purpose would that serve?
- ⇒ Can you identify any areas where Barlow may have embellished?



Worksheet (short answer)
Arthur Barlowe's Report

Directions: The attached document is a report written by Arthur Barlow explaining his experiences and discoveries in Sir Walter Raleigh's "Virginia", presently considered the Outer Banks and Roanoke Island. Read the report and answer the following questions.

1. What was the date the expedition departed?
2. What types of animals were "the goodly woods" full of?
3. What two types of trees were mentioned and how were they described?
4. What did they give to the first three Native Americans that they met?
5. What did they refuse to trade with the Native Americans?
6. What word referred to their land and leader?
7. Explain the type of meal the Roanoke Indians provided them with?
8. How did Barlowe describe the Native American weapons?
9. What two men returned with the explorers to England?

Worksheet (essay)
Arthur Barlowe's Report

Directions: The attached document is a report written by Arthur Barlow explaining his experiences and discoveries in Sir Walter Raleigh's "Virginia", presently considered the Outer Banks and Roanoke Island. Read the report and answer the following questions on a separate sheet of paper in paragraph form.

1. Did Barlowe feel there was an adequate amount of resources available in present-day southern Virginia and northeastern North Carolina to be utilized by an English colony? What specifically did he mention and in what ways would it be used? (I.e. raw materials, agricultural goods etc.)

2. Explain the relationship between the Europeans and Native Americans. What were some specific ways in which the Native Americans obtained their basic human needs: food, shelter, and clothing.

3. If you were one of Queen Elizabeth's advisors and had read this report, would you have been a proponent of colonization? Explain your rationale.

4. Given this report, would you have wanted to join the colony on Roanoke Island?

Arthur Barlowe, First Voyage to Virginia (1584)

“Abridged by Roanoke Island Festival Park Education Department”

[Arthur Barlowe, a young protégé of Sir Walter Raleigh, co-captained the earliest voyage outfitted by Rahegh soon after he was granted a patent by Queen Elizabeth I for dominion over lands in North America. The following is Barlowe's account of that voyage, and of the land and peoples he encountered.]

Modern-Spelling Text

The 27 day of April], in the year of our redemption, 1584 we departed the West of England, with two barks well furnished with men and victuals, having received our last and perfect directions by your letters, confirming the former instructions, and commandments delivered by yourself at our leaving the river of Thames. . . .

The second of July, . . . we entered, though not without some difficulty, & cast anchor ... we viewed the land about us being, whereas we first land, very sandy and low towards the waters side, but so full of grapes, as the very beating and surge of the Sea overflowed them. . . .

This Island had many goodly woods full of Deer, Conies [rabbits], Hares, and Fowl, even in the midst of summer in incredible abundance. The woods [have] ... the highest and reddest Cedars in the world, far bettering the Cedars of the Azores. . . We remained by the side of this Island two whole days before we saw any people of the Country: the third day we espied one small boat rowing towards; us, having in it three persons: this boat came to the Island side...Then the Master and the Pilot of the Admiral, Simon Ferdinando, and the Captain Philip Amadas, myself, and others rowed to the land, whose coming this fellow attended, never making any show of fear or doubt. And after he had spoken of many things not understood by us, we brought him with his own good liking, aboard the ships, and gave him a shirt, a hat, & some other things, and made him taste of our wine, and our meat, which he liked very well: and having viewed both barks, he departed, and went to his own boat again, which he had left in a little Cove or Creek adjoining: as soon as he was two bow shot into the water, he fell to fishing, and in less then half an hour, he had laden his boat as deep, as it could swim, . . . after he had (as much as he might) requited the former benefits received, departed out of our sight.

The next day there came unto us diverse boats, and in one of them the Kings brother, accompanied with forty or fifty men, very handsome and goodly people, and in their behavior as mannerly and civil as any in Europe. His name was Granganimeo, and the king is called Wingina, the country Wingandacoa . . .

The King is greatly obeyed, and his brothers and children revered: the King himself in person was, sore wounded in a fight which he had with the King of the next country. . . . A day or two after this, we fell to trading with them, exchanging some things that we had, for Chamoyes, Buffe, and Deer skins: when we showed him all our packet of merchandise, of all things that he saw, a

bright tin dish most pleased him, which he presently took up and clapt it before his breast, and after made a hole in the brim thereof and hung it about his neck, making signs that it would defend him against his enemies arrows: for those people maintain a deadly and terrible war, with the people and King adjoining. We exchanged our tin dish for twenty skins, worth twenty Crowns, or twenty Nobles: and a copper kettle for fifty skins worth fifty Crowns. They offered us good exchange for our hatchets, and axes, and for knives, and would have given anything for swords: but we would not depart with any [of those items]. After two or three days the Kings brother came aboard the ships and drank wine, and eat of our meat and of our bread, and liked exceedingly thereof: and after a few days passed, he brought his wife with him to the ships, his daughter and two or three children: his wife was very well favored, of mean stature and very bashful she had on her back a long cloak of leather, with the fur side next to her body, and before her a piece of the same: about her forehead she had a band of white Coral, and so had her husband many times: in her ears she had bracelets of pearls hanging down to her middle, (whereof we delivered your worship a little bracelet) and those were of the bignes [bigness?] of good peace. The rest of her women of the better sort had pendants of copper hanging in either ear, and some of the children of the king's brother and other noble men, have five or six in either ear: he himself had upon his head a broad plate of gold, or copper, for being unpolished we knew not what metal it should be, neither would he by any means suffer us to take it off his head, but feeling it, it would bow very easily. His apparel was as his wives, only the women wear their hair long on both sides, and the men but on one. They are of colour yellowish, and their hair black for the most part, and yet we saw children that had very fine auburn, and chestnut coloured hair.

. . . Their boats are made of one tree, either of Pine, or of Pitch trees: a wood not commonly known to our people, nor found growing in England. They have no edge-tools to make them withall: if they have any they are very few. . . The manner of making their boats is thus: they burn down some great tree, or take such as are wind fallen, and putting gum and rosin upon one side thereof, they set fire into it, and when it hath burnt it hollow, they cut out the coal with their shells, and everywhere they would burn it deeper or wider they lay on gums, which burn away the timber, and by this means they fashion very fine boats, and such as will transport twenty men. Their oars are like scoops, and many times they set with long poles, as the depth serveth.

The Kings brother had great liking of our armor, a sword, and diverse other things which we had: and offered to lay a great box of pearl engage for them: but we refused it for this time, because we would not make them know, that we esteemed thereof, until we had understood in what places of the country the pearl grew. . . .

The soil is the most plentiful, sweet, fruitful and wholesome of all the world: there are above fourteen sweet smelling timber trees, and the most part of their underwoods are Bays, and such like: they have those Oaks that we have, but far greater and better. After they had been diverse times aboard our ships, myself, with seven more went twenty mile into the River, that runneth toward the City of Skicoak, which River they call Occam: and the evening following, we came to an Island, which they call Raonoak [Roanoke], distant from the harbor by which we entered, seven leagues: and at the North end thereof was a village of nine houses, built of Cedar, and fortified round about with sharp trees, to keep out their enemies, and the entrance into it made like a turn pike very artificially: when we came towards it, standing near unto the waters side, the

wife of Granganimo, the king's brother came running out to meet us very cheerfully and friendly. . . .

After we had thus dried ourselves, she brought us into the inner room, where she set on the board standing along the house, some wheat like fermenty (porridge), sodden Venison, and roasted, fish sodden, boiled and roasted, Melons raw, and sodden, roots of divers kinds, and divers fruits: their drink is commonly water, but while the grape lasteth, they drink wine, and for want of casks to keep it, all the year after they drink water, but it is sodden with Ginger in it, and black Cinnamon, and sometimes Sassaphras, and diverse other wholesome, and medicinable herbs and trees. We were entertained with all love and kindness, and with as much bounty (after their manner) as they could possibly devise. We found the people most gentle, loving, and faithful, void of all guile and treason, and such as live after the manner of the golden age. The people only care how to defend themselves from the cold in their short winter, and to feed themselves with such meatt as the soil affordeth: their meat is very well sodden and they make broth very sweet and savory: their vessels are earthen pots, very large, white and sweet, their dishes are wooden platters of sweet timber: within the place where they feed was their lodging, and within that their Idoll, which they worship, of whom they speak incredible things. . . .

...the weapons which (they)use are bows and arrows: the arrows are but of small canes, headed with a sharp shell or tooth of a fish sufficient enough to kill a naked man. Their swords be of wood hardened: likewise they use wooden breastplates for their defense. They have beside a kind of club, in the end whereof they fasten the sharp horns of a stag, or other beast. When they go to Wars they carry about with them their idol, of whom they ask counsel, as the Romans were wont of the Oracle of Apollo.

When we first had sight of this country, some thought the first land we saw to be the continent: but after we entered into the Haven, we saw before us another mighty long Sea....and in this enclosed Sea there are above an hundreth Islands of diverse bignesses, whereof one is sixteen miles long, at which we were, finding it a most pleasant [and] fertile ground, replenished with goodly Cedars, and divers other sweet woods, full of Currants, of flax, and many other notable commodities, which we at that time had no leisure to view. . . .

Thus Sir, we have acquainted you with the particulars of our discovery made this present voyage, as far forth as the shortness of the time we there continued would afford us to take view of: and so contenting ourselves with this service at this time, which we hope hereafter to enlarge, as occasion and assistance shall be given, we resolved to leave the country, and to apply ourselves to return for England, which we did accordingly, and arrived safely in the West of England about the midst of September.

And whereas we have above certified you of the country taken in possession by us, to her Majesty's use, and so to yours by her Majesty's grant, we thought good for the better assurance thereof, to record some of the particular Gentlemen, & men of account, who then were present, as witnesses of the same. . . .

We brought home also two of the Savages being lusty men, whose names were Wanchese and Manteo.

Source: Richard Hakluyt, *The Principall Voyages, Traffiques, and Discourses of the English Nations* (1599-1600), reprinted in Albert Bushnell Hart, ed., *American History Told by Contemporaries* (New York, 1898), volume 1, 89-95.

The full version of this text can be found on the following website.

<http://personal.pitnet.net/primarysources/barlowe.html> 1-25-05



Spanish Power in Early Modern Europe

“Reading” Art

6th -10th grade

⇒ Objective: students will use a visual primary source to investigate concepts of Spanish power in the 16th century.

The picture included in this packet shows “The Abdication of Charles V.” In 1559, Charles V, Holy Roman Emperor and King of Spain, gave up his power and titles. He divided them between his brother, Ferdinand, who became Holy Roman Emperor, and his son, Philip, who became King of Spain as well as the ruler of Naples, Sicily, and the Netherlands. The Spanish holdings included the lands in present day central and south America then known as “New Spain.”

In the detail of the picture (labeled A) Charles grants his Spanish holdings to Philip (standing on the right side). Next to Philip are three female figures holding flags that represent Spain, Naples/Sicily, and the Netherlands. In the lower right corner are three kneeling figures that represent America, Africa, and India. In the detail of the lower left corner of the painting (labeled B), Neptune, the god of the sea, pays his respect to Charles.

Have the students identify these figures and discuss the ways that the painting emphasizes the authority and wealth being given by Charles to Philip. What does the inclusion of Neptune suggest about Spanish sea power? Look in particular at the figure representing America (the farthest to the left). What message does the elaborate clothing of the figure send about the resources of America?



A.



B.



The Abdication of Charles V



Capturing the Past

Legend of Two-Path Post Visit Activity

4th – 8th Grade

⇒ Objective: To have students critically analyze whether it is possible to truly depict the past on film. What difficult choices are made when doing so?

The Legend of Two-Path is a docu-drama illustrating the American Indian perspective of the Roanoke Voyages. It is loosely based on facts as recorded by Europeans, which is the only written information available. The filmmakers faced many obstacles developing a film that was entertaining and based in history. First they had to create relationships and dialogue based on the history between the members of the various native cultures they represented on film. The actors they cast were predominately Native Americans. However, bear in mind that Native American culture was diverse 400 years ago and still is today.

Have your students look at the following images of people and homes as depicted by John White in 1585. List the differences between the people in the images and the actors in the film. The following are some examples.

- The people's clothes covered them
- The hairstyles were different for both men and women
- The images do not depict anyone wearing masks

Ask the students why they think the filmmakers chose to make these changes. This can be done as part of a class discussion or in paragraph form.

Most of the answers to these questions are pretty obvious to adults and perhaps students as well.

- They could not have a film with nudity shown to a general audience.
- There aren't many ancestors to the original Americans Indians from this area let alone ones who are actors. Therefore they had to cast people from many different Native cultures. Long hair is part of their personal or cultural identity today. They would not cut their hair although they were asked to.
- The masks were part of the storyline in order to get Skyko to the beach where he could run into Manteo and Wanchese

Note: These are only the most obvious answers to the questions. There could be subtle differences that the students pick up that could and should be explored further.

Extension Activity for older students as part of a writing assignment or in class discussion:

Ask students whether the changes in the film made a difference to their ideas of the Coastal Carolina American Indian culture. If you descended from this culture would it bother you? Why or why not? Could any of these changes been avoided. For example, as a teacher would you show a film on an African culture where the people were not completely clothed?



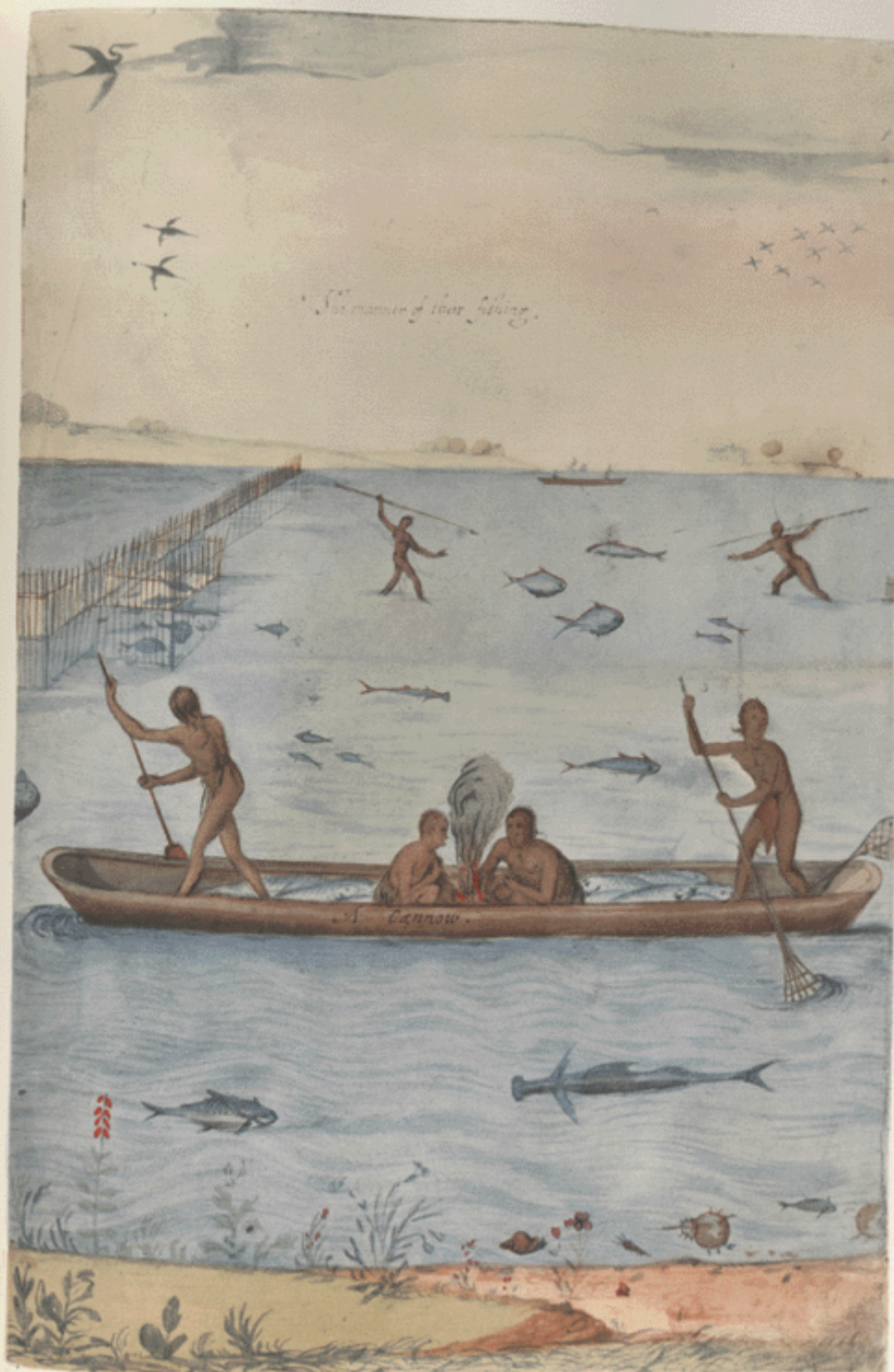


INDIAN VILLAGE OF SECOTON (no. 38A, cf. pl. 135)

Theire sitting at meate.



INDIAN MAN AND WOMAN EATING (no. 44A, cf. pl. 131)



INDIANS FISHING (no. 46A, cf. pl. 129)

Recommended Websites

Roanoke Island Festival Park:

Check out our calendar of events, images of our site, history facts and fun activities.

www.roanokeisland.com

National Park Services:

The Roanoke Voyages: A Mystery Story For Young People

www.nps.gov/fora/voyage.htm

The North Carolina Office of Archives & History:

This link provides a map illustrating the various routes taken by the different explorers that sailed to Roanoke Island from 1584-1587.

www.waywelivednc.com/maps/historical/roanoke-voyages.pdf

The National Maritime Museum

An interactive website that provides fun online games students can play to learn about, life at sea, navigation, mapping and exploration during the Tudor time period.

www.nmm.ac.uk/TudorExploration/NMMFLASH/index.htm